**PROFESSIONAL DEVELOPMENT TOOLKIT
FOR NEW AND BEGINNING TEACHERS**

UNMOTIVATED STUDENTS

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Virginia Commonwealth University

The Commonwealth Educational Policy Institute

L. Douglas Wilder School of Government and Public Affairs

Richmond, Virginia

PROFESSIONAL DEVELOPMENT TOOLKIT
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A project administered by

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Professional Development Toolkit for
New and Beginning Teachers

The PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS is a research-based video streamed program with accompanying resource documents. The program is an outgrowth of a previous Commonwealth Educational Policy Institute (CEPI) online mentoring study at Virginia Commonwealth University. The findings of the online mentoring study revealed twelve topics new and beginning teachers felt additional university training would have led them to more effective use of best practices in the classroom. In this program, each of the twelve topics is presented in two to six stand alone video segments. The total number of segments is forty five. Suggested uses, in addition to personal viewing by K-12 teachers for self improvement, include professional development, mentor and mentee, university prospective teacher, and small or large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching and/or educational policy development.

The teachers in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent all disciplines in K-12 grades.

Resource documents for the programs are provided as PDF files to facilitate the use of the 45 video segments. The first set of documents is composed of: (1) a description of the project, (2) an introduction to program facilitators, including a definition of each topic, and a list of the video segments, and (3) a research formative study summary that helped to guide the project's development. The second set of documents is composed of: (1) a description of the project, (2) a full text transcript for each video segment, (3) a set of problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript. Many of the organizations and agencies referenced in the transcripts are actively involved in the development of video and professional development presentations that support policy and advocacy.

Every reasonable effort is made to present current and accurate information. Internet content, however, does appear, disappear and change over time. CEPI, as a university-based educational policy research institute endorses no specific position of any listed group.

UNMOTIVATED STUDENTS

SEGMENT #1: MOTIVATING FROM THE INSIDE OUT

📂 VIDEO SEGMENT TRANSCRIPT

Unmotivated Students: Knowledge and understanding of students who are disruptive, non-participatory or have no desire to learn.

Facilitator: Dr. Loraine Stewart, Associate Professor
Department of Teaching and Learning
School of Education
Virginia Commonwealth University

AUDIO	VIDEO
There are many theories regarding motivation. However, most teachers and schools use external motivational strategies that reflect a behavioral theory approach. Yet, another effective approach that is not used as frequently is William Glasser's (1998) choice theory. This theory aligns with motivation rooted in internal control rather than external control. My name is Loraine Stewart. I am an associate professor in the Department of Teaching and Learning at Virginia Commonwealth University. I would like to share some suggestions for motivating students who appear to be unmotivated. In this segment, we will focus on ways to intrinsically motivate students. According to Glasser, choice theory is a biological theory that suggests that all humans innately have specific needs that we are genetically wired to satisfy. He believes that in addition to the physical need to survive, we have four basic psychological needs that must be satisfied. They are: 1. **Belonging or connecting**. This need motivates us to develop relationships and cooperate with others. 2. **Power or competence**. Fulfilling the need for power is obtained through a sense of competence, achievement, and mastery. We are internally driven to achieve. When educators aid students in developing responsible ways to increase their sense of power by reaching a level of academic competence, these students are less likely to pursue fulfillment of power in destructive ways. 3. **Freedom**. As humans, we are motivated to be free to choose. Educators who embrace the internal control psychology theory strive to create classroom environments that provide a realistic amount of freedom for students.	DR. STEWART

4. Fun. Glasser considers fun as a universal human motivator. Effective teachers realize that learning should be fun; therefore, they create a classroom environment that is happy and joyful. As a result, their classrooms invite and support high achievement.

Let's hear from our teachers to learn about their experiences with inspiring students to be motivated.

My name is Willie Cline. I am an Electricity Instructor for Highland Springs Technical Center. I teach high school students. This is my second year of teaching. I try to motivate students by modeling activities and lessons that relate to my students' own life. I feel if a student can relate to the material, they are more apt to learn it and be prepared for the next steps. I demonstrate a passion for the activity and material. If the teacher seems bored with the material, expect students' to be bored. The way I react as a teacher is essential to the way students pay attention and learn. I teach students to set reasonable goals and assess their own performance. I want each of my students to have a personal desire to learn and perform well. I also help students recognize the relationship between effort and outcome and try to provide special support for discouraged students. As a teacher I must be sensitive to each student's current level of performance but also be aware of high school level standards for performance for all my students.	WILLIE CLINE
My name is Jermaine Hargrove. I currently am employed as a Health and Physical Education Middle School Teacher. I have taught for 1 year; and I am currently in my 2nd year of teaching.	JERMAINE HARGROVE

It has been my firm belief that students must take a proactive role in helping to maintain their interest in learning over time. The foundation of this role is established in the elementary level of schooling. When students first enter school, they are motivated to learn. However, when some students reach middle school, it often seems as if their interest in learning shrinks. If interest in learning is not revived, these students become candidates for school drop out programs. When teachers become aware of student interests, it is easier to address them in instruction. In my classes, I already have seen some students perform only to get some reward, avoid punishment, or to please the teacher. These students look to extrinsic means. I see this as a potential problem for these students. When I see it, I begin to do all I can, in cooperation with parents, to develop intrinsic motivation as well. I feel I am beginning to experience success which is due, in part, to opportunities I get to work with many students and to see their parents inside the classroom and on playing fields after school. My experience is that students do much better when their parents continue to be proactive with regard to their education after elementary school. Because Health and Physical Education classes are considered to be "play time" or "recess" I must first teach parents how important these classes are. I do this by explaining to them that physical fitness and academic success have a direct and positive correlation. I solicit their help and give them tips about ways they can help their child and the school from the beginning.

Our teachers have shared ways they motivate their students. Do you motivate your students through use of the inside/out approach described in this program?	**DR. STEWART**

🗀 PROBLEMS AND SOLUTIONS

Unmotivated Students: Knowledge and understanding of students who are disruptive, non-participatory or have not desire to learn.

Ask yourself: What strategies do you use to motivate your classes? How do you work with individual students who lack motivation?

Suggested use for this module:

1. Analyze:

Please select one of the scenarios below and problem-solve a list of possible solutions. Record your ideas in the space provided. Discuss these ideas with your other educators (mentor, colleagues, or other beginning teachers).

2. View:

Watch the corresponding video on this topic. How does this information change your ideas?

3. Compare:

Revisit the scenario selected. Next, review the section entitled, "Possible Solutions" comparing the ideas listed with your own list.

4. Reflect:

How will you apply this new information to your current or future classroom? What goal will you set to help you begin to change your practices? What support is needed to help you accomplish this goal?

5. Apply:

List the first step towards change below. Create a timeline for success and place deadlines in your personal planner as a reminder. How will you know when you have met your goals?

Scenarios 1 & 2: Unmotivated Students

Scenario 1

Sandra is in 11th grade. She comes to class late and puts in the least amount of effort possible to complete her work. After brainstorming some ideas in the classroom, students are given a homework assignment to choose a topic for the upcoming research-projects. The other students are excited about the chance to choose what they will analyze and are chatting about the assignment. However, Sandra comes to class and puts her head down. How would you intervene with Sandra?

Scenario 2

Things have been going well in your classroom this year. As time goes along, your students are improving on their assessments and are demonstrating use of greater problem-solving skills. During the last couple of weeks, things have been feeling rushed and the students seem less interested during whole-group instruction. What would you do to improve the motivation of this class?

<div align="center">

Circle the scenario that you selected below:

Scenario 1   Scenario 2

</div>

Record a list of your own possible solutions here:

Summary & Goal Setting:

<div align="center">

POSSIBLE SOLUTIONS

</div>

Motivate your learners through:

- Surprise (Teacher Communication: You are not going to believe what happens when I drop these objects. One is heavy and one is light. Which do you think will land first? Why?)

- High Expectations (Teacher Communication: You were successful with the class reading assignment yesterday because you used comprehension strategies to help you solve difficult words. As you read today, I am sure that using context clues will allow you to better understand the author's meaning.)

- o Giving Appropriate Praise (Younger students respond well to public approval. Older students may be embarrassed by public acknowledgement but respond well to more private praise (letter home, certificate, comments at the classroom door).

- o Demonstrating Caring (Teacher Actions: Smile as you stand by the classroom door and greet students. Show interest in their personal lives by asking about significant events. Really listen.) Never use humiliation or sarcasm with students. Always be a strong role model.

- o Questioning with Hints (Teacher Communication: What two factors caused the great depression? Hint or Prompt: Think about what was happening with banks in the United States and Europe.)

- o Showing Pride (Teacher Actions: Display student work and show off individual, group, and class accomplishments, Know and use student names)

- o Noticing changes and improvements (Teacher Actions: Point out changes across time so that the children see how effort leads to success, Encourage quality workmanship)

- o Pictures, graphs, cartoons (Teacher Actions: Show your visual and encourage students to think about commonalities or connections with the topic of study)

- o Using authentic tasks (Teacher Actions: Utilize real-life objects, games, and hands-on learning to introduce new concepts during instruction)

Intrinsic motivation begins with the student and the interests he or she already has about the topic of study. Extrinsic motivation focuses on cognitive strategies and incentives for reinforcing learning. Remember to use both types of motivation to captivate the interest of your students. Lastly, don't overuse tangible rewards (stickers, candy, prizes) or they will lose their effectiveness.

🗁 ANNOTATED RESEARCH BIBLIOGRAPHY

❖ Undergraduate majors tend to think of effective motivators as being extrinsic (prizes, stickers, free time, candy) in nature rather than more intrinsic (choice, autonomy, challenge) in nature.

Hicks, Cathy D.; Glasgow, Neal A. & McNary Sarah J. (2005) What successful mentors do. CA: Corwin Press. 8(42).

❖ Educators can and do affect students' level of engagement in learning. Simply recognizing this power is a critical step in motivating students. By further recognizing that a healthy self-esteem is the foundation for success, which in turn fosters motivation and engagement in school, teachers can see the connections between their practice and student outcomes.

Brewster, C., & Fager, J. (2000). *Increasing student engagement and motivation: from time-on-task to homework*. Retrieved October 22, 2007, from http://www.nwrel.org/request/oct00/textonly.html#conclusion

❖ A greater understanding of motivational issues would empower the new teacher with a better understanding of the factors that maximize the motivational potential of the classroom-teaching-learning environment.

Hicks, Cathy; Glasgow, Neal & McNary Sarah. (2005). What successful mentors do. CA: Corwin Press. P. 40.

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